



Annesley Junior School
Values Matter

School Performance Information 2012



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Introduction

Set on beautiful grounds on the edge of the city, Annesley Junior School is a caring community where every child is cherished for their individuality. What families most love about Annesley is that it's a school where children can genuinely feel at home, and where values are lived out every day.

Annesley Junior School caters for boys and girls from two years of age to Year 6. Annesley children engage in a rigorous program with a focus on leadership, service and community sustainability. We offer flexibility as to when your child commences in our Early Learning Centre and we have multiple intakes into our Reception classes, recognising that children are ready to start school at different times. Children are also welcome to join us in other year levels.

At Annesley, our children enjoy an expansive outdoor space with lush green lawns in which to learn and play, and their inside learning environment was purpose-built for young children. Our school is mid-fee and is open 49 weeks of the year. The Early Learning Centre, Before and After School and Vacation Care Programs are accredited, enabling families to access the child-care benefit and rebate for these services.



Our children benefit from the rich history of a distinguished educational institution founded by the Uniting Church in 1902. Community events are held in what is the historic heart of the school, Gillingham Hall, a grand structure built in the 1920s. Here a sense of tradition is most tangible. The school is a ten-minute walk from the CBD or a three-minute walk to the tram stop, which many parents working in the city find very helpful. Annesley's close proximity to the tramline also means classes frequently travel into the city for excursions to extend their learning.

Curriculum

Annesley has ten core values, which form the basis of how our teachers and students interact: resilience, responsibility, humility, civility, justice, compassion, respect, gratitude courage and integrity. When our Annesley children grow and enter the wider world these values serve them well, allowing them to appreciate the differences – religious, cultural or otherwise – of those they encounter, and to flourish as true global citizens. Annesley's values are implicitly and explicitly taught through role modelling, trans-disciplinary units, discussion, questioning and guided reflection.



At Annesley, learning is not confined to traditional subject areas but is supported and enriched by them. Our students are given many opportunities for hands-on learning and can tap into the specialist knowledge and real life experiences of our extended community. We have a gym onsite, and children in the junior school have twice-weekly French and PE lessons taught by specialist teachers. We are also committed to offering a co-curricular program with a difference; activities vary from anatomy to athletics. There is a music program, and students enjoy opportunities to interact with and learn from a broad range of people of varying ages and walks of life. Our co-curricular program sits outside daytime teaching and learning and aims to expand students' skills and experience.



Annesley's curriculum is engaging, challenging and relevant. It actively supports the developmental differences and learning styles of girls and boys. The curriculum is framed by the International Baccalaureate Primary Years Program (IB PYP), which aims to develop internationally minded people who help to create a better and more peaceful world. Structured, purposeful inquiry is at the heart of the philosophy.

Our students actively construct meaning based on their prior knowledge and their engagement with the curriculum and units of inquiry. They investigate important subject matter by devising questions and then conducting research, experimenting or observing, which allows them to formulate their own responses to issues. Technology is a key focus at Annesley and our digital natives are guided in using familiar and new technologies as a way of engaging with peers, teachers and experts beyond the classroom.

The program in our Early Learning Centre is influenced by the international best practice of the Reggio Emilia philosophy. This fosters a sense of inquiry based on the concept that young children can learn in many ways and can create their own understanding of the world around them.

All children in the Early Learning Centre undertake units of inquiry from the International Baccalaureate Primary Years Program. They have many opportunities to engage in hands-on projects that they initiate and lead. In 2012 one unit focused on the environment, and involved the children designing and building their own edible garden, with help from their teachers and parents. They now regularly pick produce, including strawberries and snow peas, to enjoy in the playground.



Annesley Junior School is a vibrant place of learning. Our students are well prepared to be active, responsible and ethical citizens of our global world.

2012 Summary

2012 was the inaugural year of Annesley Junior School as a co-educational facility educating children from two years of age to Year 6. Care was available for each child 7.30 am – 6:00 pm for 49 weeks of the year and families could access the Child Care Benefit and Child Care Rebate. The newly renovated Early Learning Centre opened at the beginning of the school year with two learning spaces, the Banksia and Wattle Rooms, and landscaped spaces.

Enrolments grew across the school with particularly strong growth in the Early Learning Centre. This led to the conversion of an outdated computer suite to a third learning area, the Grevillea Room, during the summer of 2012/2013.

During 2012 the educational statement for the school was also developed.



Community sustainability

Community sustainability is the heart of our school. We believe that the following elements are needed to sustain our community:-

- **Values**

The values we teach at Annesley Junior School have passed the test of time. Throughout the world, regardless of religious or cultural differences, these values are central to how well we function as individuals and communities.

We all need to take **RESPONSIBILITY** for our actions and the impact we have on others. We need **COMPASSION** to empathise with, and aid, those less fortunate than ourselves. **CIVILITY** leads to the cultivation of personal behaviours that benefit the communities in which we live. A concept of **JUSTICE** teaches us fairness in our dealings and actions. As does **RESPECT**, which suggests that we can learn from the wisdom and experience of others. **INTEGRITY** comes from learning the importance of honesty, truthfulness and consistency in our actions. **COURAGE** gives us the ability to confront the unknown and to resist intimidation or discouragement. **RESILIENCE** is an ability to cope with setbacks or adversity.

GRATITUDE is an ability to appreciate and be thankful for what we have or are given. And finally, HUMILITY teaches us self worth, without the need to openly display it to others.

- **Service**
Our values encourage us to look beyond our personal desires. We CAN take action to improve the local and global communities we live in.
- **Diversity**
The staff, students and families at Annesley value the diversity that each of us brings to our school. As a community of learners we draw upon each other's life experience and cultural backgrounds to expand our thinking. This nurtures strong connections in our desire to live harmoniously.
- **Relationships**
At Annesley every interaction is valued. As a community of learners we listen within and beyond our boundaries. In doing so we grow reciprocal partnerships that respond to aspirations and needs. We build meaningful relationships by nurturing and caring for each child enabling them to be effective and considerate contributors to their expanding community.
- **Learning**
The environment at Annesley provides spaces for people to meet, play and learn. The staff inspires the joy of learning and draws upon the skills of our wider community to offer an array of learning experiences. Our curriculum is progressive and responsive. We seek to support individuality and the different learning styles of our children.

Excursions

Primary

- Reception – Year 6 students attended Physical Education Week at Park 25 ovals.
- Reception – Year 6 excursion to Maritime Discovery Centre at Semaphore as part of their PYP Unit on *Habitats*.
- Year 3-6 and R-2 excursions to Unley Library with monthly visits to Goodwood Library.

Upper Primary

- *The Advertiser* Print Plant at Mile End and ABC Studios at Collinswood as a provocation for Unit of Inquiry *Visual media can create, alter or manipulate images and perceptions*.
- Migration Museum as part of their Unit of Inquiry - *Human migration is a response to challenges, risks and opportunities*.
- Art Gallery, SA Museum and Botanic Gardens.
- Locavore Restaurant in Stirling to learn about food miles.
- Overnight camp at Monarto Zoo.
- Unley Memorial Gardens.
- Central Markets.

Junior Primary

- SA Police Band concert at the Festival Theatre.

Incursions

- SA Police Concert Band
- CSIRO "Lab on Legs"
- Puppet performance and workshop
- The Queen of Rhymes musical production.

Community Events

- Be Active Day
- Play Date @ Annesley
- Mother's Day Morning Tea
- Father's Day Breakfast
- Grandparents'/Showcase Day
- Harmony Day
- *Hey Ewe* Christmas Musical

Service

- Year 3-6 classes and gardeners from Walyo Yerta, a community garden in the south parklands, participated in reciprocal visits. This resulted in positive engagement between aged people and students planting vegetables and learning about gardens in the winter months. Students applied this knowledge and skills to our gardens.
- Students visited Resthaven as part of a co-curricular service program after school concluding with afternoon tea with the residents. Students completed an art project.
- Five of our older students were invited to participate in the Remembrance Day Service held at the Unley Memorial Gardens and Malvern Uniting Church on Sunday 11 November. The students not only learnt a lot about Australia's history and the importance of marking Remembrance Day each year, but they also experienced the power of belonging that comes from being connected to the wider community



Co-curricular program

Reception – Year 6 students participated in optional co-curricular programs in five week blocks during each term at Annesley. Options included:

- Gardening Club
- Athletics Club
- Basketball Club
- Cooking Club
- Anatomy classes
- Chess lessons
- Movement to Music
- Christmas Card making for residents at Resthaven
- Art Club to prepare set designs for the Christmas nativity musical

Annesley Parents Association

The Annesley Parents Association (APA) supported school events and provided opportunities for students and parents to socialise. Events included:

- Community breakfasts/soup days/sausage sizzles/milk shake days, fundraisers and raffles to support the School and our World Vision child Yeun.
- Family Film nights
- Working Bees
- Father's Day Breakfast
- Mother's Day Morning Tea
- Grandparents'/Special Friends Day
- Playdate @ Annesley
- "Christmas Fiesta" – End of Year Dinner for Parents.

Teacher Standards and Qualifications in 2012

All teachers were registered with the South Australian Teachers Registration Board and met the requirements for registration including mandatory notification and criminal history check. Staff are involved in a cyclical training program for updating their First Aid and Mandated Notification.

- 100% of teaching staff had at least one teaching qualification
- 28% had two professional qualifications
- 28% had three or more professional qualifications

Professional Learning in 2012

Microsoft Licensing Information Session
 PYP On-line Workshop – "Making the PYP Happen"
 National Curriculum Workshop – Alignment with Early Years Framework
 QikKids Workshop
 PYP Coordinators Workshop
 Implementing the Australian Curriculum in Primary Settings
 National Reforms and Early Years Learning Framework
 Building Leadership Capacity in Early Childhood Services
 Using the Australian Curriculum as a Vehicle for Change
 The Early Years Learning Framework in Practice
 Watch, Wonder and Engage in Play
 Leadership for Learning and the Australian Curriculum
 Introduction to Leadership Coaching
 The Journey to Excellence
 Indigenous Pedagogy in the Early Years
 General Capabilities in the Australian Curriculum
 Implementation of the Australian Curriculum
 Belonging, Being and Becoming: Understanding the Early Years Framework in Practice
 Behaviour Guidance – Early Years Learning Framework
 Effective Leadership
 First Steps in Maths
 Share and Effect Change
 Reggio Emilia Workshop – Imagining Childhood
 Making Meaning with Multimodal Texts
 First Steps in Numbers
 Developing Growth Mindsets
 Australian Curriculum Leadership – Students with Disabilities
 Realistic and Authentic Documentation

Workforce Composition, including Indigenous Composition

In 2012, 96% of our staff was female and 0.4% was male. None of our staff members were indigenous.

Student Attendance at School

The total student attendance in 2012 was 96.1%.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.7%	95.9%	96.6%	96.4%	95.0%	95.9%	98.2%

The School Receptionist phones the person responsible for the student if notification of a student absence has not been received. Days absent are recorded on a database and are noted on student reports at the end of each semester.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Percentage of Students At or Above the National Minimum Standard

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100%	100%	100%	100%	100%
Year 5	100%	100%	100%	100%	100%

0% of students were absent or withdrawn by their parents.

Parent, student and teacher satisfaction with the school in 2012

Parent Satisfaction Survey

Questions in our **Parent Satisfaction Survey** were divided into the following four sections: Teaching and Learning, Student Wellbeing, Community Relations and Leadership and Decision Making. 61% of families responded to the survey.

- **Teaching and Learning**

The strongly agree and agree responses were 90% and above to most questions. Especially pleasing were staff enthusiasm and high quality teaching which rated 98.2% and 96.4% respectively. The professionalism and dedication of our staff creates the positive learning environment of Annesley Junior School which leads to good learning outcomes for our children.

- **Student Wellbeing**

The strongly agree/agree range was again above 90%. We know that children in the younger years of schooling in particular are more effective learners when they are happy. In this survey 98.1% of parents said that their child/children were happy at Annesley.

- **Community Relations**

The results in this area were also strongly positive with one highlight being 91% of respondents feeling welcome at the school. We will endeavour to further broaden the variety of communications undertaken with parents and further highlight our acknowledgement of the variety of cultural backgrounds that we embrace.

- **Leadership and Decision-Making**

Organisation and leadership were strongly supported and the results showed that the parent community values our efforts to continually improve.

Staff Satisfaction Survey

70% of staff members responded to the **Staff Satisfaction Survey in 2012**. The questions in this survey targeted the following four areas: Teaching and Learning, Student Wellbeing, Relationships and Communications, and Leadership and Decision Making.

- **Teaching and Learning**

The majority of responses were in the strongly agree and agree range to most questions. Results highlighted areas for further development in Information Technology and reporting.

- **Student Wellbeing**

Positive comments were made throughout this section with a strong response to teachers' care for student progress. Teachers indicated areas for further development: highlighting students and families from all backgrounds and cultures, and the processes for addressing issues of bullying and harassment.

- **Relationships and Communications**

Staff members were particularly positive in response to open communication and staff being happy in the workplace. The comments throughout this section were positive.

- **Leadership and Decision Making**

There was a good response to supportive leadership and being kept informed of what was happening in the school. Only three staff members indicated they would appreciate greater opportunity to be involved in the future direction.

Student Satisfaction

Primary students were invited to meet the teacher responsible for student voice on a regular basis during each term. Students used this forum to organise a disco and casual days and to contribute ideas to community events such as Harmony Day. Students also voiced concerns, worked through ways to address these and contributed to the design of the playground extension.

School income broken down by funding source

Fee income	21%
State Government Grants	2%
Commonwealth Government Grants	2%
Other Sources	75%